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VOL. XXVI., NO. 19. Whole No. 609.
Published by E. L. Kellogg & Co., 21 Park Place.

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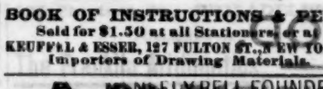

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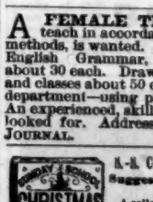

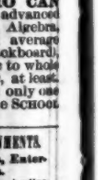

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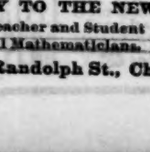

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New York, November 24, 1883

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Contains features of peculiar interest and attractiveness. As usual, the number opens with a beautiful frontispiece, illustrating a poem, "The School Marm's Story," by Wolstan Dixey. A bright story by Rev. E. A. Rand, tells how a smart young man got "Molasses for Nothing." An article by "Gad" illustrated by A. B. K., relates some astonishing examples of "What a Horse Knows." The "Authors Worth Reading," introduces some selections with which the young people will be especially pleased; and the beginning of Wolstan Dixey's serial story "Go Ahead! or the Boy Who Tried," will be a decided event for the boys. A short sketch by the same author, entitled "Peace Making" is intended for all the family including the parents and the dolls. It is illustrated. A beautiful six picture also appears in this number illustrating the thrilling poem "Tacking Ship Off Shore." "The Little Ones" are remembered in pictures, verses and fable. Beside those mentioned, the number contains a variety of shorter articles, curious, interesting and instructive, which we have not room to speak of. The Departments are bright and spicy as ever, and it also contain an unusual number of illustrations. In TREASURE TROVE *the boys and girls will find what they want. It is beautifully printed on calendered paper, and its new form has called out the praises of hundreds of subscribers. Price, only 50 cents a year. Premium lists and sample copies on application to E. L. Kellogg & Co., 21 Park Place, N. Y.*

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THE Graded-School system, as it is applied in our cities, certainly does an injury to the teachers. These complain that it makes machines of them. Who will devise a remedy?

THE teachers of a county should be graded into classes; these classes should receive appropriate and fitting instruction; the term of instruction should extend over not less than four weeks. This matter rests with the teachers; if they ask for it, it will be done. Will they ask for it?

HANDS *and* BRAIN, not Hand alone. Not brain alone but both should be educated. Of course, there will be plenty who will tell you that it cannot be done, and that it is all right as it is; nevertheless, the problem will be solved; for it is one of those questions that has been before the American public in one shape or another for fifty years.

BOSTON is becoming noted as the home of a certain prize fighter named Sullivan. He has become quite a rich man, has an elegant gin-mill all from his skill in pounding others with his fists. He is sensible as to using alcohol himself; he says it would diminish his strength of nerve and muscle. Let those who would be strong make a note of this.

WHAT are the teachers organizing to accomplish, that will advance sound education all along the line? Take the subjects of Grading the Country Schools, Reference Libraries, Grading the Teachers of the County, Industrial Education, Normal Institutes, Courses of Reading for Teachers, Reading for Pupils, etc., and look abroad in your counties, fellow-teachers, and see what is being done.

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THE complaint sometimes made, that an excessive amount of time is spent by the schools as well as by the University upon the classical studies, is entirely unfounded; any deficiency which may exist in the education of our youth in the English language and in scientific studies, cannot be attributed to undue attention to the ancient languages. One-half the time given nominally to the teaching of Latin or Greek, even in the classical courses, is in reality employed under good and true teachers, in the most practical and useful kind of study in English; for the labor of the class-room consists largely in severe and critical questions as to the usage of English words and phrases.—PROFESSOR FRIEZE, *Univ. of Michigan.*

EVERY one has remarked how great a difference exists in the power of impression possessed by different teachers, while some, although possessing brilliant intellectual accomplishments, seem incapable of attracting the sympathies of their pupils, and with difficulty excite their attention sufficiently to impress their intellectual faculties; others, with far inferior attainments in scholarship, draw, as with cords of silk, their pupils to them, and, by means of a kind of *unconscious tuition*, impress their own moral nature upon them, leading them along the path of virtue as well as science, willing subjects to their sway. In the one case there is constant resistance, *will* opposing *will* with an antagonism almost impossible to subdue; in the other there is submission from the first, and the will of the taught becomes at once blended in that of the teacher. This inexplicable difference constitutes the real basis of discrimination between those whose moral qualifications fit them to be successful teachers of youth, and those who, however competent in other respects, can never succeed in accomplishing the vitally important work of improving and establishing the moral character of the young.—W. H. NEILSON, *Ex-Pres. N. Y. Board of Education.*

LONGER INSTITUTES.

THE only feasible remedy which presents itself to me for the great number of *third*-grade certificates granted, and the meager results of much of our Institute work, is to do away with our present "County Teachers' Institute," and put in their place a "District Normal School," which shall hold a session of at least four weeks, of five days' each, and five hours each day. The school should be organized into classes, and a regular program of recitations strictly followed. All the branches required for a third-grade certificate should be taught, paying special attention to the manner of teaching each. Reading should be taught, not for the purpose of making elocutionists, but to make good teachers of reading. Good methods of teaching numbers, from the first principles to what is embraced in our common-school arithmetics, should be carefully presented. Geography, grammar, spelling, and penmanship should be so taught, that the pupil receiving instruction can go out at the close of the school and put the same methods into successful operation. In addition to the studies required for a certificate, one period each day should be devoted to the study of the "Theory and practice of teaching."—SUPT. PIERCE, *New Brunswick, N. J.*

For the SCHOOL JOURNAL.

LETTERS FROM NORMALVILLE.—NO. V.

PROF. H. H. STRAIGHT'S WORK.

A visitor here soon finds that Prof. Straight, lately the Director of the Science and Industrial Department, is a force of no small magnitude. He began life in Chautauqua County, N. Y., in 1846. At sixteen his first school was taught, and the $39. received for this teaching afforded the means with which to enter Oberlin College. At the end of his sophomore year he left College to become Principal of the Public Schools at Galena, Ohio. Here he began a series of object lessons in science, and the idea of the value of science study entered his mind as never before. He returned to Oberlin, completed his course, spending the senior vacation in special study at Cornell University, under Prof. Chas. Fred Hartt, from whom he received an impulse only second to that which he later received from Agassiz.

He first became Principal of the Normal School, Peru, Nebraska, but then resigned it for the chair of Natural Science and Psychology. It was here that a scheme of education, based upon science and the industries, was mapped out. In a lecture, "What we Want, and How to Get It," delivered in 1872, Prof. Straight gave expression to beliefs that have since become strengthened by his own experience. When Prof. Shaler assisted in the establishment of a Summer School for teachers, Prof. Straight became one of his enthusiastic co-laborers, and when the school was finally located at Penekese Island he became one of the first students. The inspiration received from Agassiz ever after seemed to be a light within that burned brighter and brighter.

In 1873 the position in Nebraska was resigned to take a similar position in the South Missouri Normal School. It was here that he became convinced that laboratories, arranged for many students, could be used to advantage by all working at the same time. In 1874 he again visited Penekese Island. In 1875 he travelled on a geological tour with Prof. Shaler in Kentucky, and with the State geologist of North Carolina through that State and Tennessee. In the autumn of '76 he took the chair of the Natural Sciences in the Normal School at Oswego, N. Y. In 1880 he took the direction of the Practice School, and in 1882 was given charge of the History and Philosophy of Education. In the spring of 1883 Prof. Straight receiving a pressing invitation to become Director of the Science and Industrial Department of the Cook County Normal School, he resigned his position and accepted it. Prof. Straight believes, as many other educators are coming to do, that we must unify the instruction from the Kindergarten to the University, and that a scheme of industrial training, adapted to the legitimate aims of the public school, and must be devised. These in brief are the greatest of the great problems that the Cook Co. School is preparing to solve. Already a beginning has been made with a class of ten boys and girls fresh from the Kindergarten, and with a very large class from the grammar grades. Both classes are taught from objects, and learn in a delightful way the underlying principles of all our sciences. In a future letter I hope to write from observation how one or both classes are led on by easy steps to a knowledge of color, sound, form, etc. A well supplied, well arranged, and well conducted workshop is one of the indispensable accompaniments of Prof. Straight's scheme. In this shop it is proposed to have made all measures, furniture and apparatus used in a school-room. The senior class is to be divided into sections, which sections will use the shop at certain hours, writing out upon the completion of every article the time spent, when spent, the amount and kind of material used, as well as the names of the tools made use of.

Work-benches are arranged so that two pupils occupy one bench; directly before each is a closet, containing a full set of tools for his individual use. The one who is studying Physics, Chemistry, Drawing, Mathematics, will make the apparatus and try he experiment. Facts, which before might have been seen as in a mist, at once become plain and deeply seated in the minds. Instead of following text-books as the great masters to whom he owes humble obeisance, the pupil becomes an investigator and original thinker. But aside from these benefits, great as they are, are the ones derived from the working out of principles which will enable the pupil to fill a place of *usefulness* in the world. To make a fully developed man or woman, one useful to himself and his fellow man, is, after all, the great underlying principle of Prof. Straight's scheme of education, as indeed it is of Col. Parker and the whole corps of instructors in this school. To quote from the Summer Institute *Herald* of August, 1883: "He (Prof. Straight) thinks he has shown conclusively that one teacher can manage large classes and still reach every individual in the class. This he has done by preparing a series of guides to laboratory work in the different sciences, consisting mainly of systematic and carefully arranged questions, that simply direct and stimulate the student's powers of observation and influence. . . "His whole conception in planning the course in science, was to select the most significant facts that lead most directly to the most significant laws. To him each laboratory, when pupils were at work, was a laboratory of mental science."

In addition to the work that Prof. Straight has done in the school-room, he has found some time in which to write. He prepared a pamphlet on "Industrial Education in our Public School" which has been much read. He has delivered various lectures on educational subjects. A new series of lectures upon the "New Education" will be given in New Haven, Conn., sometime during the coming winter. For two years Prof. Straight has held a prominent place among the lecturers at the Martha's Vineyard Summer School, where he will probably be found again during the coming summer.

I. W. FITCH.

For the SCHOOL JOURNAL.

THE SECRET OF HIS SUCCESS.

Mr. Beck was a poor shoemaker, who had a great love of knowledge and a happy faculty of interesting the boys, who often visited his shop. When the village schoolmaster died the children of the village begged their parents to hire Mr. Beck to teach them. Some of the parents waited on him with the request that he would undertake to teach their children, but Mr. Beck was so confident of his unfitness, to teach that he refused. When, however, he was again visited and shown a paper soliciting his services as teacher, signed by every man and woman in the village, he agreed to undertake the task for three months. At the end of that time he was hired for the year. He then devoted the whole of his spare time to fitting himself for the work of teaching, and all of his spare means to procuring the apparatus that he thought would interest and benefit his pupils. His reputation soon spread abroad, and strangers from distant places brought their children to him, and refused to be denied the privilege of placing them under his instruction. With no other advertisements or solicitors than his pupils he has been the instructor of at least two thousand students.

The secrets of his success are said to have been, 1. a sincere interest in the welfare of each individual pupil; 2. great enthusiasm in the subjects of knowledge; 3. the happy faculty of making his pupils fully comprehend the subjects he undertook to teach; and, 4. an appreciation of the importance of pleasing in order to instruct. He spared no expense in procuring apparatus, drawings, and every kind of illustration that would please as well as instruct. Thre magic lanterns and six hundred dollars worth of slides he thought necessary accompaniments to his lectures on history, geography, etc.

A CAPTAIN of an ocean steamer says he will allow no drinking by his crew. They may drink on the shore, but not on the ship. He declares that the peril is too great to allow a man's brains to be muddled by whiskey. This looks a little like progress, don't it?

For the SCHOOL JOURNAL.

SALARIES IN NEW YORK.

The system of paying salaries in the New York schools is to pay more in the large schools in proportion than in the small schools, and to pay more for teaching large children than small ones, and more to teach boys than girls. This operates viciously in so many ways, that the Board of Education would deserve well of the community if they would change the plan. The same care and attention at recesses—the same force in passing through halls and stairways is required, whether there are 100 children or 1,500 in a school. A well reorganized department, with competent and skilled assistants, controls and directs the larger schools with less friction, less causes of discouragement, than can be done in a smaller school. The amount of struggle and anxiety to keep up the attendance, the dread of consequences inseparable from a small school, make the wear and tear in it almost unbearable. While the work in a small school is harder, the results are less assured, and the consequences just as serious.

Why the accident of location, which is the usual cause of a large number in the schools, should have a bonus, is outside of any understanding. Again the advanced ratio to teachers in Boys' Primary Schools, over that in girls, is all wrong in principle. The teachers in a Female Primary School have many disabilities and contingencies to struggle against, which affect them personally and professionally. Female Primary Schools, especially when small, are subject to marked fluctuations in attendance, caused by all kinds of weather; by judicious and injudicious apprehensions on the part of parents; and by a natural fickleness of purpose on the part of the little untrained girls themselves, which boys would be scoffed at for indulging in.

But in the management and training of girls, the consequences of neglect are not less harmful, be it noted, than in the case of boys. The weak, ignorant, undeveloped girl demands equal vigilance to cultivate her moral, mental, and physical powers. Indeed more indefatigable and strained effort is required to rouse them from inherent listlessness and passivity. Those who have taught both boys and girls assert, contrary to the common opinion, that anyone who cannot manage boys is unfit (because lacking some essential in character) to manage girls. Between two schools of different sexes, skill, tact, and personality, often reach boys, which would be repudiated by girls. Hence, the distinction of salary between the teaching of boys and girls is wholly unworthy of this age. And a distinction in salary, based upon the size of the pupil, has been shown over and over again to be indefensible. Nor should those who teach in large schools be paid more than those who teach in small schools.

AFTER THE KINDERGARTEN.

One of the objections that must be met in recommending the Kindergarten for young children is the difficulty of carrying the pupils from this to ordinary school instruction. It is the only real difficulty that occurs in the wide application of Frobel's system, and even this is easily overcome by those who have grasped the real spirit of the method; for the latter, being founded on the actual facts of human nature, must evidently be no less true in principle, though not in external form, for one age as for another. Thus, although games with balls and cubes and sticks are adapted only to infant intelligence, yet the habit of observing resemblances and differences, of testing facts by experience, is no less valuable when pursuing the most abstruse study. The Kindergarten has dealt with the concrete only, it has given object-lessons in the truest sense of the word; but it has taught the correct name for every fact, and the habit of accurate language is the foundation of scientific teaching and of accurate thought. Frobel begins at the very lowest germ of intelligence; but as he always teaches a truth, or leads the child to observe truly, he is always laying the sure ground for fuller instruction in the future. The child has much to learn as he goes from the Kindergarten to school

but he has *absolutely nothing to unlearn;* and that fact covers so large a ground on which time and faculties are generally wasted, that it alone would be sufficient to make the Kindergarten pupil acceptable to his schoolmaster, even did he bring no other recommendation.

The great difficulty is to pass from the concrete to the abstract—from object-lessons to working by rules and formulas, of grammar and arithmetic. But it must be remembered that the step thus taken is in the direction of natural development; and we carry with us the daily unfolding power of the intelligence carefully trained to habits that make the transition comparatively easy. Also it must be borne in mind that as regards arithmetic, the Kindergarten pupil has already made unusual progress. In the work he has been trained to do, every artistic lesson has had a geometrical or arithmetical object likewise; he has accurately learned many facts concerning numbers, and their relation to one another; he can perform correctly and understand clearly the meaning of the four first operations of arithmetic. Working by rules will therefore simply be a different method of going over the old ground. But he has performed these operations with fractions as well as with units, and thus is familiar with what in the ordinary method he would not approach till much later. So likewise with geometry, of which the foundation has been so accurately laid in the games and exercises, and the correct terms been rendered so familiar, that the child is ripe for learning what generally is reserved for a much later period. Here, as at other stages of mental growth, clear perception leads to true conception; and the child who has daily practiced certain operations in the concrete, will quickly apprehend the rules and formulas as the convenient expressions by which previously acquired knowledge is summed up and made fit to reason upon in the acquisition of further knowledge. Kindergarten training does not prepare so directly for grammar as for mathematics, but it possesses no small advantages even here. Children accustomed always to use the correct term for what they are dealing with, to feel so strongly the necessity of understanding what they do, or what is before them, that they *must* ask the meaning of the terms they use and the operations they perform, will easily be led to seek for themselves why words should be used in one order rather than another, which word in a given sentence denotes a thing, which other an action, and which again marks the time, or the place, or the quality of the thing they are speaking of. Thus they will learn to distinguish the parts of speech from a sort of necessity of their own minds; and the analysis of sentences will precede the rules of grammar. With geography and history the same advantage will be felt; the early topographical observations he has been led to make around him—the form of the garden or the pond; the stream always running one way; the wider view obtained by climbing up the hill; the sun sometimes shining on one side of the house, sometimes on the other; the moon occasionally lighting him up to bed, while at other times bright stars shine alone in the darkened heavens,—all these things, which the child has observed, has thought and asked about again and again, and learned to speak of in accurate language, afford so many links by which the physical geography of wider regions becomes easily knit to his experience and interest. The little stories that he has listened to have never been without a purpose. Where they have not related to facts of natural history, they have touched upon conduct, upon the lives of good men—later on of great men, whose goodness or power had a wider field. The stories are necessarily interrupted, because the child's ignorance prevents his understanding more, and each such interruption in a child so trained leads to a desire to shake off the ignorance, and to take interest in that wide region he begins dimly to see beyond.

WHO hath a greater combat than he that laboreth to overcome himself? This ought to be our endeavor, to conquer ourselves and daily wax stronger, and to make a further growth in holiness.—THOMAS A KEMPIS.

For the SCHOOL JOURNAL.

GIVE GIRLS A PROFESSION.

BY ANNA J. HARDWICKE, Lexington Mo.

Some months ago we had an earnest talk with a class of twenty girls, ranging in age from fourteen to nineteen, on their plans and hopes for the future. After much discussion we agreed that each one should hand in a slip of paper on which was to be written the vocation she intended to follow. All were expected to write freely, with the understanding that the communication was to be confidential. These notes showed only four were decided upon an occupation, of which number three were to be teachers, and one a book keeper; ten others thought they would like to lead the young in climbing the mount of knowledge if they had the requisite amount of patience; one imagined she would make a good milliner, while another aspired to dress-making; the remainder had never planned to become anything but good girls. That this may have been an exceptionally discouraging instance we are willing to admit; but after making all due deductions there are still grounds left on which to base the necessity of a little sermon to parents and teachers.

This is our text: Go ye into all the world and teach the sweets of independence to every maiden. Many girls grow up with no aim in life for the simple reason that they never hear a word concerning the matter; they are ignorant of the importance of such a step; they know nothing of the pleasure it brings. There are mothers and fathers in abundance who spend hours each day over the diet and clothing of their daughters, but how few spend even moments in talking and reasoning with them on their life-work! In such cases, we, as teachers, must use our influence to counteract the neglect of home-training. From early childhood the boy is taught that he must fit himself for something; that for a man to be an idler is a disgrace. Why not pursue the same course with girls? As a first step let us impress upon them, just as soon as they are old enough to receive such ideas, that when school days are over they are to find a place in the busy world of workers.

When she has grown older talk with your pupil of the various occupations now open to women. We were surprised to find in the above-mentioned group a number who knew nothing of the many callings in which many of their sex are to-day gaining fame and fortune. Don't let her think teaching is the only profession to which she can turn, but rather show that it is a sin to teach unless one feels called to, and loves the work. Tell her of Forence Nightingale, among the physician nurses; Harriet Hosmer, among the sculptors; Phœbe Cousins, queen of the rostrum and a clear-headed lawyer; Rosa Bonheur, the great French painter; Jenny Lind and Annie Louise Cary, among birds of song; Mary Anderson, the young American girl who has conquered dramatic London; Mrs. Browning, the poet "who made with her verse a golden ring binding Italy to England"; the Brontes among prose writers—but there—time forbids the naming of many more as pure and noble women who are ministers, editors, bankers, merchants, reporters, photographers, clerks, or engaged in some of the hundred occupations, the doors of which stand wide open to the ambitious worker.

Like the mother in that quaint book, "Cœlebs in search of a Wife," parents and teachers should study the gifts of each child, to see for what they are most gifted. Impress upon them that God has given each a talent, a vocation; that somewhere in the world a niche is reserved for every one, and the reason many are discontented is because they are in the wrong niche—they don't fit.

Induce your girl to settle upon some one profession or occupation, in order that all her energies may be bent in that direction; for to be successful in this nineteenth century one must be a specialist. The reason women often fail is because they do not understand their business. Too many are like "Helen" in Howell's last contribution to the *Century;* they try many things, and at last are forced to the realization that

"The man who seeks one thing in life, and but one,
May hope to achieve it ere life be done;
But he who seeks all things wherever he goes,
Only reaps from the hopes which around him he sows,
A harvest of barren regrets."

Pursuing this course, we shall have few girls of sixteen who have no fixed plans for the future. But we hear some parents exclaim, "Oh! that will do very well for poor girls who are forced to care for themselves, but we have money, we can take care of our daughters, we don't want them to grow strong-minded and independent."

This is just the class we wish to reach. To them we would say, you have no right to do your daughters such an injustice—yes, injustice—we mean just that. You say you have money. How long is it to be yours? Your gold may be secured in the strongest of treasure chests, yet the wand of stern fate can give to it wings. Have you any right to make such helpless creatures of your daughters, that, should you be taken from them and your wealth lost, they would be incapable of caring for themselves?

Furthermore, we claim that in failing to give her a profession you deprive your child of all the sweets of independence. After giving her a good education; after permitting her to press into the great worlds of art, science, and labor, you then bid her stop; can she be happy? Your Wellesley girl, or even your High School graduate, the first few months of vacation's novelty having been exhausted, begins to long for something to do; something on which to expend the surplus energy with which joyful youth has endowed her. She asks, "Father, haven't you some work for me? I'm so tired of doing nothing but read and have a gay time." "Why, no, Floy, unless you will make me a new dessert or a pair of slippers." Verily, she asks for a fish and you give her a stone. Don't you see she is yearning for something above these trifles? Think, if you were forced to spend your time in such a petty routine, would not your brain turn?

If she be a girl of iron will she may, in spite of all obstacles, carve out a way for herself; but, if like the majority, she has only enough strength and ambition to make her restless, she will grow more peevish and discontented, until her life becomes miserable. That there are some girls whose sum total of existence consists in dressing and flirting, we admit; nor have we a word to say concerning such cases. But for the love you bear your more sensible maiden, give her the pleasure of earning her own bread; encourage her to walk God's green turf with all her pulses bounding in industrious activity; let her feel that she is a part of the busy, ebbing world around her; help her to experience the honest pride of receiving money earned by her own hands or brains, knowing she is dependent on no one for support.

"Would not this plan destroy the social world? When so closely occupied would women have time for society?" asks one. After six or eight hours of labor, social pleasures would come as a welcome relief and be enjoyed with all the greater zest. Gentlemen engaged in these pursuits have time for recreation, why not ladies also? Much of the sickly sentimentality that curses our day would disappear, but neither true love nor happy marriages would decrease; on the contrary, while a busy, contented woman will demand much more in a husband, yet she will marry only from pure motives; having learned the pleasure of earning for herself, it will take the strongest inducement—genuine love—to make her yield up that independence.

Let us act on these principles, and see if we do not find in our girls

"A countenance in which do meet
Sweet words, promises as sweet;
A creature not too bright and good
For human nature's daily food;
For transient sorrows, simple wiles,
Praise, blame, love, kisses, tears and smiles;
The reason firm, the temperate will,
Endurance, foresight, strength and skill;
A perfect woman, nobly planned
To warn, to comfort, and command."

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

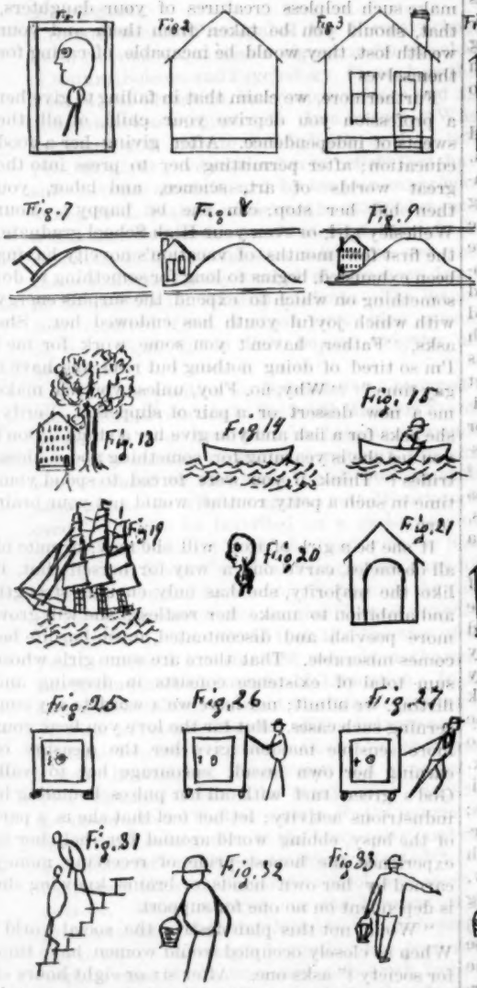
OBSERVATION CULTURE.

SIZE.

After recognizing that things have place, the mind comes to take note of size also, and, in order to give what has been done time to digest, as well as to avoid monotony, it will be well now to omit the consideration of place, for a time, and try to quicken the conception of size.

LESSON VI.—A TALL MAN.

The average man's head is one-eighth the height of his figure. That is, if a man is six feet in height, his head, measured from the chin to the level of the top of his head, will be one-eighth of six feet, or nine inches. A man, therefore, is tall or short in proportion as his head is more or less than one eighth of his height, and not in proportion to his bulk.



One way of showing this is to have the class draw a picture on their slates of the tallest man they can, and when it is done it will be found that they have described an impossibly small man instead. Their pictures will be of a man whose head is smaller than his body, perhaps, but whose head alone is equal to more than one-half the whole height of the figure, legs and all.

It is hardly possible, at this point, to try to explain to the children why their pictures do not represent a tall man, but they can understand that their picture doesn't tell the truth. For it says that his head is larger than his body, and that is impossible. That he has no room for his dinner, that his cap would be too big for a jacket, etc., etc. To help in illustrating how very much too large they have drawn the head the teacher may have a boy stand on the platform and show the class how much larger his body is than his head. When something has been done in this way have the slates cleaned and let them try again, aiming to make the head small enough for the body.

After this try once more and see who can draw the tallest man—the one with the head smallest in proportion to the body.

LESSON VII.—A BIG HOUSE.

Since the size of windows varies much less than the size of houses, that is, the size of one house might be ten or a hundred times as large as the house by its side, but the windows in the one will be, at most, not more than twice as large as the windows in the other; thus far we may say in a general way, that the largest houses have the greatest number of windows; and in the number of windows we have the readiest means of showing the children how the size of buildings may be expressed.

Have the class try to draw a big house. When it is done call upon two or three of the children to tell how large a house they have drawn. How they know it is a big house. Care should be taken not to question too closely, but just enough to leave the impression that there must be some way to tell, and that theirs is either the picture of a big house or of a little one.

When this is done let the teacher draw an outline on the board, similar to fig. 2, say two feet wide, and let the children copy it on their slates. Now, try to have them understand to some extent that the figure, as it stands, doesn't tell anything about the size of the house. To do this, draw in the outline on the board a door and a window, (fig. 3); the children copying. The figure now says that the house is only one room high, because there are no upstairs windows; and, as there is only one window down stairs, the house is only one room wide 'Tis a small house, because the picture says there is only one room.

Erase the door and window, leaving the outline, the children doing the same, and in their place draw many rows of many windows (fig. 4). Let the children copy.

Draw, and have the children draw, both with and without aid from the blackboard, houses of different sizes.

Don't be tempted to prolong the lesson beyond fifteen or twenty minutes at the most.

LESSON VIII.—A HIGH HILL.

A wheelbarrow load of dirt or stone dumped upon the ground will make precisely the same shaped mound that it would if the barrow contained a mountain of material. Hence it follows that the same outline on the slate may be made to represent either a very small or a very large hill, depending upon the surroundings.

How to Fix the Height of a Hill in a Picture.—Have the class try to draw the highest hill they can. When it is done it will be as high as the slate will allow (fig. 5).

The children do not quite understand the difference between a large object and a large picture, and it would only confuse them to try to explain. So we can only propound one problem after another, and by degrees the idea will find lodgment.

To show the children that they have failed to do what was asked of them; that the height of the picture does not fix the height of the hill that it represents, have the slates cleaned, and let the teacher draw on the board something similar to fig. 6, and the children copy. Talk about what it describes just enough to quicken the interest. Then the teacher may draw a chair, tipped over, on the hill. (Fig. 7.)

Lead the class to see that the picture now describes a hill that is hardly as large as a chair, and have them copy. After this has been done have the chair erased, leaving the original hill. In place of the chair draw a house on the hill (Fig. 8), and try to bring out the idea that it is still a small hill, but larger than before, because it is now larger than a house. The children may now draw a similar house on their hills. Allow a minute or two for this to be done, and then change the windows in the house on the board, as shown in fig. 9. Have the children copy and proceed as before.

This lesson is capable of considerable expansion, but care must be taken to keep it within the twenty minutes.

LESSON IX.—THE SIZE OF TREES.

The smallest plants, like the largest trees, fulfil similar functions, hence they have similar structures; and, like houses and hills, the same outline may be made to represent the largest as well as the smallest of its kind. And to quicken the curiosity to verify this by observation, and to note the more obvious characteristics of tree growth is the purpose of this lesson. Therefore the quality of tree-drawing that is produced is immaterial. The execution must be subordinate, and anything is good enough so that it is done easily and gladly.

In each of the figs. 10–13, the trees are precisely alike in size and form, and the effect of size is determined by the surroundings.

Have the class try to draw the largest tree they can, and when it is done have some of them try to tell how they know that theirs is the picture of a large tree. Now let the teacher draw something that he chooses to call a tree, on the board, and from this point proceed as in the preceding lessons, by the steps indicated by the figs. 10 to 13.

LESSON X.—THE BIGGEST SHIP.

The same that has been said in regard to houses, ills, and trees, is equally true of ships, and to develop this fact and stimulate the curiosity, proceed as indicated in the preceding lessons, beginning with a drawing by the pupil and followed by a talk, according to the ships indicated by the figs. 14 to 19.

If the twenty minutes allotted to the drawing lesson is exhausted before all that is here indicated has been done, it should be left incomplete, and finished perhaps, the next day.

Action.—Broadly speaking, we may say that next after size, the mind comes to take note of action. It will now be in order, therfore, to try to direct the observation to some of the most striking actions, and try to develop how they may be described, while the seed that has been sown has time to germinate.

LESSON XI.—MAN RUNNING.

To give the lesson a start, the children may be asked to show by a picture how a man looks when he runs.

When it is done it will be found that almost every figure is so short legged that it can't describe a run. (Fig. 20.) The first thing, then, is to make it plain how ridiculous it is to try to draw a man with short legs as running. To do this draw out the fact that it is the long-legged boys who can run. That a man with such very short legs could not run at all. He could only waddle. It will be sufficient at this time if this matter of long legs is brought out by drawing figures that are running faster and faster because the legs are longer and longer. These figures will not run to be sure, because they will be entirely without action. But for this time proportions necessary to action will be all that it is wise to undertake.

LESSON XII.—PUSHING.

Let the teacher draw a picture of a dog-house on the board similar to fig. 21, and have the children copy it. Develop the idea that a dog-house is small and any boy in the school could push it over. Now have them try to show on their slates how a boy would look who was trying to push over this dog-house. Every figure will show the boy as standing up straight by the side of the house (fig. 22), or leaning away from it (fig. 23). To show them that their figures do not push, call a boy upon the platform and ask him to show how a man stands when he pushes against anything real hard. Call their attention to the fact that the harder he pushes the more he leans over towards the object he wants to move. And it may help them to understand more clearly what the teacher means if he draws a figure on the board (fig 24). The class may try to describe men who are trying to push with greater and less force: moving rocks, safes, timbers, etc., etc.

LESSON XIII.—PULLING.

Draw a picture of a safe (fig. 25), have it copied, and then have the children try to draw a man pulling it by a rope over his shoulder. In this the children will make mistakes similar to those of the last lesson (fig. 26). To make it clear that when a man is pulling at anything he leans away from it—just the reverse of what he does when he tries to push—fasten a stout rope to something that is stationary and let some boy show how hard he can pull. Practice for fifteen or twenty minutes, drawing men pulling at different things, and emphasize the fact the harder a man pulls the more he leans away from it.

Going down Stairs.—Draw a flight of stairs simi to fig. 28, on the board, and have the children copy. When it is done let them try to show how a man goes down stairs. Every figure will be described in the act of falling (fig. 29), because the children will try to draw the figure perpendicular to the line of the stairs. The point, then, is to have the children see, not only that a man doesn't lean forward when he goes down stairs, but that he leans backward towards the stairs. To do this have a boy step upon the platform, and let the class watch him as he steps down again. Let him stand with one foot on the platform and one on the floor, as in the act of stepping down, and as he stands there hold a pointer up against his body, with one end resting on the floor at his foot (fig. 30). This will help to show that a man leans backwards in the act of going down stairs, but it will not be conclusive. Some of the children will not understand, and it is unwise to dwell too long in the effort to to make it clear to them. But rather, go over it, and go to the board and draw a flight of stairs with three figures on it going down (fig. 31), and have the class copy it. Draw stairs from practice that are more or less steep, with men going down.

Carrying a Load on One Side.—In order to prepare the children for this lesson it will be well to ask them if they have ever seen any one carrying a heavy basket on one arm. Ask them to shut their eyes and see if they can tell how a man would look, if seen from behind, if he had a heavy basket on one arm. When they have been sufficiently roused by conversation to be eager to get to work let them try and see what they can do. It will be found that every figure leans over towards the load (fig. 32). To show them their error, have some boy stand on the platform holding for a moment only a heavy coal bucket or pail of water, and show them that he leans away from the load (fig. 33). And the heavier the load the more he leans from it (fig. 34).

This is a hard lesson for the children to see, and it should on no consideration be forced. If it is gone over simply and so managed that the children are not harassed, but on the contrary leave the lesson with no other idea than that there was something that they didn't understand, it is sufficient. In such a case good seed of curiosity is sown in well-prepared soil and the product will be the utmost that the land is capable of producing. With this we must be satisfied.

The children have now had fifteen different lessons, and by this time the first will be fresh again. It will be well therefore to review; and beginning with the first take each lesson over again. Not much must be expected, however; substantial growth is seldom rapid, Sow the seed; be patient; make them happy, and the result will certainly be the best.

For the SCHOOL JOURNAL.

A PLAN FOR HISTORICAL-GEOGRAPHY.

The studies of history and geography are so nearly related that it seems strangegreater effort has been made to unite the two in a common method. To get results that will repay such a combined study, it is obvious that only the most important details of any history can be used, and that to show the various epochs of the world's growth, different maps will be required But there can be no question that the combination is really the natural method of study. Almost coincident with the learning of a new section or town comes a query as to its past, its inhabitants, customs, etc. Even our local and familiar geography has its local history that should be almost equally familiar. So with the State, the Nation, the World, each should be known through its connection with time and other spaces, as well as through its present topography. To unify the work, however, geography will naturally be taken as the *foundation*, and history as the superstructure.

Now, to begin the twin study, give a series of familiar talks on the creation, nature, size, etc., of our earth. Bring forward the globe to illustrate its shape, and how people can live on the outside; dwell long and clearly on the fact that we can form little idea of its real size. Show that most of the country looks flat when viewed from a high mountain. Impress the size again by the length of journeys the pupils have made, the comparative level of large masses of water, and yet note that the curvature of their surfaces can be seen in skating, and on the ocean it becomes visible from ships. Let the more scientific proofs of the earth's curvature come later.

Proceeding with the globe, which should be of slate, as previously described in the JOURNAL, locate the Garden of Eden, or the cradle of the human race, as it is generally conceived, near the River Euphrates. *Draw* this as a starting point on the blank surface. Then sketch in the names (using the utmost brevity) of some of the old prehistoric and Biblical nations, and extend the lines of Asia and Africa chronologically. That is, as these countries and lines become known and settled, *draw them on the globe.* Thus can be sketched in the ancient civilizations of of Egypt, Syria, Babylon, Persia, etc., as the first great historical epoch. Then extend the lines around and across the Mediterranean, to include Greece and Rome down to the time of Christ.

By the way, in drawing the outline of Asia, the eastern shore should still remain nebulous in conception, while the southern coast should not be filled out except with the names of the Hindoos, and such places of fable as "Ormus," "Ind," and "Far Cathay." Although the Chinese are equal if not prior in their civilization to any nation of history, the proper place to consider them carefully is when they become better known to Europeans, and to our own makers of history.

In completing the history of Greece and Rome, fill out the outlines of Europe and the British Isles, etc., following the rise and spread of Christianity, the spread and decay of the Roman Empire up to the passage of the Cape of Good Hope, in 1487. This will enlarge our geographical knowledge by the addition and outlines of Africa completed. This period includes some of the most momentous events of Europe, especially the Crusades, the revival of learning, and the rage for discovery that followed in their wake.

Here stop and note on one side of the slate globe the group of three grand divisions, closely compacted into one great continent, and on the other side the vast blank of waters, reaching round four-fifths of the globe. To fetch out the historical growth of the belief in the world's sphericity more clearly, draw the Eastern continent on a piece of thin muslin or tissue paper. Then, when the idea of Columbus begins to find vent, stretch the flat surface, as formerly believed in, over the slated globe, and actually show how Columbus expected to reach the eastern shore of Asia by sailing west.

Next, locate the first point of the *new* continent, where Columbus landed in 1492, leaving on the slated globe a delicately traced line, showing the actual path he took across the Atlantic. Trace out his later paths of discovery, and those of other voyagers, and draw only the eastern outline of America as fast as discovered.

Here call to the attention the conception of the world for years after the time of Columbus. That is, that the Atlantic was the only great ocean; that from the eastern shore of America it was a vast, almost boundless stretch of solid land away round three-fourths of the globe, to the eastern shore of the Mediterranean; in fine that it was all Asia, or India, as then called.

Mention here that when Balboa climbed the mountains of the Isthmus of Panama, and first gazed upon the great Pacific, that he was the real discoverer of America; that "India" then ceased to be, and that a really new world was first open to men. In one sense Columbus had only discovered the *Atlantic*, and some of its isles. This was all he ever knew, or claimed before he died.

With the discovery of Balboa, outline the first *known* sections of the western coast of America. Then outline South America, as Magellan sailed around this part of the new continent. Complete the western shore of North America, as Sir Francis Drake first sailed up by the "Golden Gate"; and sketch in more gradually the *eastern* coast, as the early explorers developed its broken features. During all this map-drawing, leave on the globe the name and date of the most important events as they issue.

Now that we have reached around the globe with our outlines, and more truthfully than Alexander, have no other worlds to conquer, stop right here, at the mouth of the Columbia River, and retrace our steps from Father Adam. That is, *review* briefly from our slate globe, *now* nearly covered. Next complete the eastern coast of Asia and draw the Pacific isles, as during our western travels they have been followed out and occupied by Jesuit missionaries and the early English and Dutch traders.

Having finished our general review, the globe can be laid aside, and the detailed study of grand divisions and subdivisions be made more conveniently from flat maps, the blackboard, slates, paper, etc. Next, with chalk in hand, draw the Atlantic Ocean and the countries that rim it north of the equator. Then proceed to finish the history of American colonization, by starting the various parties from their own lands, giving a brief narrative of the condition of their home affairs at the time, and the motives that led them on. Thus proceed up to the founding of Philadelphia, in 1693, the last great act of colonization.

At this point review the Atlantic basin and its history. Then draw a new outline map of the central part of North America, including what is now the United States, Canada, Mexico, and the coast

islands only. Now follow up the colonial history by developing on the map the boundaries of every settlement, and the chief places, dates, and personages of each, up to the opening of the Revolution.

During the revolutionary period sketch another map, and fill it in with the events of those stirring times. Trace out by lines the routes of the various campaigns, and on these string the most important beads of the narrative. Note particularly that such a map would include only the limited space *north* of the southern boundary of Georgia, *east* of the Mississippi, *south* of what is now Minnesota, northern Michigan and the St. Lawrence, and *west* from New Brunswick. Note also that during all this time that Virginia, North Carolina, South Carolina, and Georgia, extended westerly from the Atlantic to the Mississippi; and that the other States (except Maine, then a province of Massachusetts) filled almost exactly the same space as now.

Next, after reviewing the Revolution, draw, on the right hand part of the board or space at hand, an outline map of the 13 original States, and from those trace the Constitutional growth of our whole country by States, as now constituted. That is, actually draw and add the new portions to the old as we go on with the history; dwelling especially and clearly on the acquisition by purchase of Florida, and the vast domain reaching from the Mississippi to the Rockies, called Louisiana; the addition by conquest and exploration, of Texas, California, and Oregon, and the later purchase of Alaska. Then fill in the map with the central States and Territories, as they were carved out up to the time of the Rebellion.

In our civil war we will require still an other map, covering only the limited battle grounds of the North and the extent of the Confederacy.

Finally, one's own State, County, and Town, can be thus studied, and drawn in detail the same way.

This plan of combining geography and history for pupils of average grades, has been tested to some extent and found perfectly feasible. It only presupposes on the part of the teacher a moderate knowledge of ancient history, some practice in map-drawing, and a good acquintance with geography, the United States and general history. The reason why such a method might be made more than usually profitable lies in its *constructive* idea. Under the magic of the imagination and a modicum of manual skill there *grow up* before the very eyes —the countries themselves, their outlines, people, and story.

These notes are only the merest briefs of a method that may sometime be filled out into a short treatise.

For the SCHOOL JOURNAL.

LESSONS IN SPELLING.

BY D. B. CORGON.

(1). I teach pupils what a sentence is, that it must begin with a capital letter and end with a period; or if a question, a question mark. Then a picture is presented to the class and pupils are required to write sentences about it to the extent of their vocabulary.

(2). Suitable words are pronounced and written upon the blackboard and copied on the slate by the children. At the next recitation each word dictated to the class is called for and each member writes a sentence containing the given word.

The Speller is used as a reference-book.

NOTEWORTHY EVENTS.

Nov. 16.—A lunatic tries to assassinate Prime Minister Ferry at Paris.

Nov. 18.—Uniform standards of time adopted throughout the country.

Two New York men had a dispute last month concerning the ownership of a parrot. At the trial, the lawyer who was urging the case of the plaintiff requested that the parrot be placed upon the stand to testify in the case. The request was so unusual that the justice wouldn't grant it, but subsequently the parrot was taken into the court-room and placed in full view of those present at the trial. "Now Polly," said the lawyer, "whose bird are you?" The parrot answered without hesitation, "I belong to Brach." Mr. Brach, the plaintiff, was awarded the bird.

THE NEW SCHOOL-HOUSE.

FOR RECITATION.

Things ain't now as they used to be
A hundred years ago,
When schools were kept in private rooms
Above stairs or below;
When sturdy boys and rosy girls
Romped through the drifted snow,
And spelled their duty and their "abs,"
A hundred years ago.

Those old school-rooms were dark and cold
When winter's sun ran low;
But darker was the master's frown
A hundred years ago;
And high hung up the birchen rod,
That all the school might see,
Which taught the boys obedience,
As well as Rule of Three.

Though 'twas but little that they learned,
A hundred years ago,
Yet what they got they ne'er let slip,—
'Twas well whipped in, you know.
But now the times are greatly changed,
The rod has had its day,
The boys are won by gentle words,
The girls by love obey.

The school-house now a palace is,
And scholars, kings and queens;
They master Algebra and Greek
Before they reach their teens.
Where once was crying, music sweet
Her soothing influence sheds;
Ferules are used for beating time,
And not for beating heads.

Yes, learning was a ragged boy,
A hundred years ago;
With six weeks' schooling in a year,
What could the urchin do?
But now he is a full-grown man,
And boasts attainments rare,
He's got his silver slippers on,
And running everywhere. —*Exchange.*

For the SCHOOL JOURNAL.

CLASS MANAGEMENT.

A teacher's success in the school room depends almost wholly upon the way in which she manages her class. Too many teachers go through the motions of a class exercise without giving the objects to be sought for in that exercise. The class comes up, recites, and is dismissed, and that is all. To hear the children recite what they have learned, and to give them some more to learn, is not all that is required. Where nothing more is sought for, nothing more will be gained; the children will come to regard their lessons as tasks, and will sooner or later lose their interest. Let every teacher make a memoranda of the following objects to be sought for in every recitation:

(1), To cultivate the perceptive powers, the power of observing; (2), to cultivate the reflective powers, the power of thinking; (3), to cultivate the retentive powers, the power of memorizing; (4), to cultivate the recollective powers, the power of recalling; (5), to cultivate the power of expression, language, written and spoken; (6), to cultivate the habit of attention.

These are the primary objects; then there are secondary ones:

(1), To give graceful and easy manners; (2), to give confidence; (3), to give positive knowledge.

These objects should be kept constantly in mind, and every lesson prepared with a view to its adaptation to their requirements. The work of the class exercise naturally divides itself into four branches:

1st, The hearing of the lesson in order to ascertain what the child already knows; 2d, the giving of needed instruction, which must begin just where the child's knowledge ceases; 3d, drilling and reviewing, in order to fasten the facts gained by previous instruction, to cultivate the memory; and 4th, the assignment of the next lesson.

This last operation is of much more importance than is generally supposed. Many fatal mistakes are made just here. A teacher should never assign a lesson without having carefully prepared it, with reference to 1st, the difficult points; 2d, the preparation which the pupil will be required to make; and 3d, the proper length of the lesson. A lesson should never be assigned but once; nothing is more discouraging to the faithful pupil, or dampening to the ardor of the ambitious ones, than to be told to go to his seat and take the lesson over again. It is better to assume that the pupils have done their part, but that the teacher has made a mistake in the amount assigned. Measure the lesson by the ability of the pupil to prepare and the time to be given to the recitation.

In preparing the lesson to be assigned, special attention should be given to the successive steps involved in any difficulty which may occur in the lesson; they are to be carefully pointed out to the pupils. The teacher should so divide and subdivide the steps of a process until the pupil can take them with but little actual help from the teacher. Let each exercise make the pupils feel that they have gained a victory. General rules to be observed in class recitation. Every mind should be effected by every question. Insist upon having lessons so well learned that they may be recalled at any time. Vary methods of drill so that they do not become tiresome. Dwell in details long enough to get them firmly fixed. The child should not be interrupted with reciting. Wait until one step is *taken* before proceeding to the next. Hold the class to the business of the recitation until the exercise is over. Call back all new knowledge given. Make a point in every lesson and clinch it.

For the SCHOOL JOURNAL.

MEMORIAL DAYS.

JOHN MILTON.

[This exercise is designed for Dec. 9, the anniversary of Milton's birth. It is intended for a teacher and twelve scholars who can be seated on or near the platform. The lengthier extracts may be read if too difficult to memorize. A card, banner or inscription on the blackboard should bear these words:]

JOHN MILTON, POET. Born Dec. 9, 1608.

1st. Pupil:—John Milton is regarded as one of the greatest poets that ever lived. He took part in the discussions of the times in which he lived, and wrote some eloquent prose essays or arguments; but it is chiefly as a poet that he is famous.

2nd. Pupil:—He was born in Bread Street, London, December 9, 1608, and received a careful education. He had every advantage of school and college training; so that he was well equipped for the life of a scholar and poet.

3rd. Pupil:—In early life, his prospects appeared very bright. He was flattered and admired on every side; but his old age was spent in poverty, neglect and blindness; yet it was in these later years of his life that he wrote the poem which is best known to fame, "Paradise Lost."

4th. Pupil:—He graduated from college at twenty-four years of age and during the five years that followed, he lived quietly in his father's house, reading the Greek and Latin poets, and composing his own famous poems, Comus, Lycidas, Arcades, L'Allegro, and Il Penseroso. He then traveled for two years in Europe, and on returning to England, engaged in the discussions of the times, writing treatises on reformation, church government, education and other subjects. These works were a powerful influence in the affairs of the times.

5th Pupil:—Paradise Lost is considered his greatest work. Its theme is summed up in its first five lines. It treats,

Of Man's first disobedience, and the fruit
Of that forbidden tree, whose mortal taste
Brought death into the world, and all our woe,
With lost of Eden, till one greater Man
Restore us, and regain the blissful seat.

6th. Pupil.—Paradise Regained is a continuation of the same theme. It is not considered so great a work as Paradise Lost; but it contains much that is grand and beautiful. The poem begins with these words:

I, who erewhile the happy garden sung
By one man's disobedience lost, now sing
Recovered Paradise to all mankind,
By one man's firm obedience fully tried
Through all temptation, and the tempter foiled

In all his wiles; defeated and repulsed,
And Eden raised in the waste wilderness.

7th. Pupil:—In these great epic poems and in the Tragedy of Sampson Agonistes, we notice principaly the power and strength of language. In the comedy of Comus we find that Milton is master of *beauty*—as well as of *strength*.

The star, that bids the shepherd fold,
Now the top of heaven doth hold;
And the gilded car of day
His glowing axle doth allay
In the steep Atlantic stream;
And the slope sun his upward beam
Shoots against the dusky pole,
Pacing toward the other goal
Of his chamber in the East.

8th. Pupil.—A beautiful song addressed to Echo occurs in this comedy:

Sweet Echo, sweetest nymph, that liv'st unseen
Within thy aery shell,
By slow Meander's margent green,
And in the violet-embroider'd vale,
Where the love-lorn nightingale
Nightly to thee her sad song mourneth well:
Cans't thou not tell me of a gentle pair
That likest thy Narcissus are?
O, if thou have
Hid them in some flowery cave,
Tell me but where,
Sweet queen of parly, daughter of the sphere!
So mayst thou be translated to the skies,
And give resounding grace to all Heaven's harmonies.

9th. Pupil:—The poem of Lycidas is a lament at the death of a friend who was drowned in the Irish Channel.

Yet once more, O ye laurels, and once more
Ye myrtles brown with ivy never sere,
I come to pluck your berries harsh and crude;
And, with forced fingers rude,
Shatter your leaves before the mellowing year.
Bitter constraint, and sad occasion dear,
Compels me to disturb your season due:
For Lycidas is dead, dead ere his prime,
Young Lycidas, and hath not left his peer.
Who would not sing for Lycidas? He knew
Himself to sing and build the lofty rhyme.
He must not float upon his watery bier
Unwept, and welter to the parching wind,
Without the meed of some melodious tear.

10th. Pupil:—Milton wrote a number of other poems, including Sonnets, odes and hymns, and he also put some of the Psalms of David into verse. Two of his most beautiful poems are Il Penseroso and L'Allegro. These two poems represent opposite trains of thought, as their names signify.

11th. Pupil,—These lines will give an idea of Il Penseroso. (The thoughtful or pensive man.)

Hence, vain deluding joys
The brood of folly without father bred!
How little you bested,
Or fill the fixed mind with all your toys!
Dwell in some idle brain,
And fancies fond with gaudy shapes possess,
As thick and numberless
As the gay motes that people the sun-beams;
Or likest hovering dreams,
The fickle pensioners of Morpheus' train.
Come, pensive Nun devout and pure,
Sober stedfast and demure,
All in robe of darkest grain,
Flowing with majestic train,
And sable stole of Cyprus lawn,
Over thy decent shoulders drawn.
Come, but keep thy wonted state,
With even step and musing gait;
And looks commercing with the skies,
Thy rapt soul sitting in thine eyes.

12th. Pupil.—These lines show the opposite spirit of cheerfulness, and will give an idea of L'Allegro. (The Cheerful Man.)

Hence, loathed melancholy,
Of Cerberus and blackest midnight born,
In Stygian cave forlorn,
'Mongst horrid shapes and shrieks and sights unholy
Find out some uncouth cell!
Where brooding darkness spreds his jealous wings
And the night raven sings:
There under ebon shades, and low-brow'd rocks,
As ragged as thy locks,
In dark Cimmerian desert ever dwell.
But come, then goddess fair and free
In Heaven yclep'd Euphrosyne
And by men, heart-easing Mirth.
Haste thee, nymph, and bring with thee
Jest and youthful jolity,
Quips, and cranks and wanton wiles,
Nods, and becks, and wreathed smiles.
Sport that wrinkled care derides,
And Laughter holding both his sides.
Come, and trip it, as you go,
On the light fantastic toe
And in thy right hand lead with thee
The mountain nymph, sweet Liberty:
And ever, against eating cares,
Lap me in soft Lydian airs,
Married to immortal verse,
Such as the meeting soul may pierce,
In notes with many winding bout
Of linked sweetness long drown out,
With wanton heed and giddy cunning;
The melting voice through mazes running,
Untwisting all the chains that tie
The hidden soul of harmony.
These delights if thou cans't give,
Mirth, with thee I mean to live.

For the SCHOOL JOURNAL.

LESSONS IN GEOGRAPHY.

THE YUKON RIVER.

The trading stations along the Yukon often present quite a picturesque appearance. They are built of roughly hewn spruce logs, fastened with wooden pegs, and well calked with moss. This style of house is often seen in Russia, was introduced in the territory by the Muscovites, and adopted by the American traders because of the ease with which it is erected. The trader is obliged to lead the life of a hermit, having no communication with the world, except when the annual ship arrives at St. Michael's from San Francisco, or when he makes his winter sled journey to the former place for supplies.

The natives of the northern portion of Alaska are a well-built athletic race, but possessed of few good traits of character. They are inveterate liars, very violent-tempered when excited, and great cowards. The men disdain to perform any labor except hunting and fishing; the women carry the moose skins for the tents to and from the hunting grounds, and perform all the drudgery.

In winter the residents of the islands, about Norton Sound, make long journeys over the ice in search of the holes where the spotted seal comes up to blow and bask in the sun. Having found one, they sit for hours muffled in their garments of reindeer and seal-skin watching for the appearance of the seal. As soon as they catch sight of a black muzzle coming up out of the water, they attack him with their spears, and soon the carcase is ready for the sled which, with the dogs, has been stationed behind a hummock of ice.

In summer, wild-fowl and their eggs attract the hunter. The appearance of the birds in the month of August, when they have lost their feathers, is said to be ludicrous. Being unable to fly, they are easily captured by the hunters, who go along the shore knocking them on the head. Some, uttering hoarse cries of distress, manage to reach the river where they escape from their pursuers by diving. The flesh of the wild-fowl, from June to September, is considered a great delicacy, as the birds become very fat during that time by feeding on the wild celery and berries of the swamps and marshes.

The scenery at one point on the Yukon, about a thousand miles from its mouth, is grand, especially during the latter part of May when the river is clogged with ice. At this place the river runs between two lofty mountains of red and gray granite, the sides of which are clothed with beautiful mosses and lichens, and the tops crowned with forests of spruce. When the huge masses of ice reach this point they are dashed against the rocks and piled up in every fantastic form imaginable.

"B."

EDUCATIONAL NOTES.

NEW YORK CITY.

At a meeting of the Board of Education on Nov. 7th, resolutions were introduced thanking Miss Knapp, Principal of Primary Dept.; Miss Sill, Principal of Female Dept.; and Robert H. Pettigrew, Principal of Male Dept., all of Grammar School No. 25, and their respective assistant teachers, "for the admirable coolness and courage displayed by all of them during the panic which occured in their school on Friday afternoon, Oct. 8th, when twenty-one hundred children were quieted and cared for, without the slightest injury to any one." On the other hand, the Vice Principal, Miss Baker, and an adjoining teacher, Miss Lewis, were ordered to be reprimanded by the City Superintendent for a plain neglect of duty.

COLUMBIA COLLEGE.—The first examination for women was held at the beginning of the present term. Four young ladies presented themselves, and having passed successfully, departed to their respective homes to study and prepare for the next examination. A large number of young ladies, before the beginning of the year, wrote to the college for information; but on learning that they could not attend lectures, or in any way be associated with the college, did not put in an appearance at the examination. Many of the alumni and friends of Columbia are dissatisfied with the present policy. Strong proofs of this were manifested at the alumni dinner in New York, where resolutions were offered advising and urging the college trustees to open their institution to women.

ELSEWHERE.

PENN.—Col. Parker lectured in Scranton three times, Nov. 15, and was listened to with the most intense interest.

N. Y.—The Richmond Co. Teachers' Association met at the new school house at Clifton on Nov. 3rd. Principal J. W. Sturtevant, of Port Richmond, was elected President; Principal Kiernan, of Southfield, Vice-President; and Vice-Principal Sherman, of Port Richmond, Secretary.

THE head-master of Eton made some boys lately write out the whole of the first book of *Paradise Lost* as a punishment. We wish the infliction of such punishments by teachers could be made a penal offence. Their only effect is effectually to disgust the pupils' minds with the classics of literature.

ROCHESTER.—Superintendent Ellis seems to be keeping up in his educational work with the steady material growth the city is making. In a recent report to the Board, he calls attention to the fact that, although two entirely new school houses, with twelve other rooms added to old buildings were erected last season, still over 800 pupils are without proper school-room accommodations.

WISCONSIN.—The graded school teachers of Dane Co. held an institute, under the charge of Superintendent Graham, at Madison, on the 1st, 2d, and 3d inst. Among the subjects illustrated and discussed were: Educational Units, Wheat, The Function of the High School, Writing, Language for Children, and Recitations on History and the Constitutions. Col. Parker gave a lecture on Friday evening. Free entertainment was given by the city teachers.

VA.—Principal Wilson, of Lincoln Academy, London Co., makes two great points. He says: "Parents and all patrons are *earnestly* requested not to permit their children to barter the privileges of a good education for the pleasure of parties and the dissipations of society. It is oftentimes easier to help a child or to do the work for him, than to induce him to *help himself*, but to help him weakens him, while to lead him to help himself imparts strength."

AMHERST COLLEGE.—The Amherst Senate is composed of four seniors, three juniors, two sophomores and one freshman, chosen by ballot. This body has entire jurisdiction in all questions of discipline. They even overrule former decisions of the Faculty, and the President holds that they have thus far exercised their power wisely. The Senate recently decided in favor of permitting the students to engage in inter-collegiate sports, which the Faculty had interdicted.

PHILADELPHIA.—The Industrial School of Mr. Charles G. Leland is highly praised by Carl Werner, one of the highest authorities on education in Germany. Professor Werner declares that, simple as it seems, Germany has as yet ignored the main principle of the American system; that all the minor arts, and with them most of the major, are simply nothing but applied design, and

that this may be easily taught, as Mr. Leland has practically shown, to all children of from twelve to fourteen years of age.

NEW BRUNSWICK.—Rutger's College Grammar School, at New Brunswick, N. J., entered upon another year of its existence in September last, with prospects that have been fully realized, of even greater success than the gratifying success of the past. In place of Prof. D. T. Reiley, of Rutgers College, the rector for many years, the trustees called to the position of Head Master Mr. E. T. Tomlinson, A. M., a teacher who has already made an enviable reputation in the line of educational work at Auburn, N. Y., and elsewhere. A full corps of instructors has been secured, and the school is prepared to give instructions of the highest character.

NEW JERSEY.—Richard Case, the principal of the Red Bank graded school, has been arrested on the charge of committing an assault upon Vanness Watts, a pupil thirteen years old. Mr. Case says that Watts has given much trouble in the schools for several years, and that on Wednesday he attempted to whip him on the hand with a ruler for a flagrant violation of school discipline. Watts resisted, and he then struck him on the legs. He says that the scratch on Watt's face was there before he punished him. People here defend Mr. Case, but the school law forbids corporal punishment. It is practised, however, in most of the schools of the County. Mr. Case was held to await the action of the grand jury. Watts's father has also brought suit against Case for $200 damages.

ONTARIO CO.—The Fall Session of the Ontario Co. Teachers' Institute was held at Canandaigua, Oct. 8-13, with a larger attendance than we have had for years. Lantry and Barnes were the conductors, and the teachers unite in saying "that it was one of the most profitable sessions ever held." We have two hundred and sixty-five teachers in the county, and registered two hundred and forty-eight. About fifty subscribed for the INSTITUTE. I know of no better paper than the INSTITUTE. On Thursday the following officers of the Ontario Co. Teachers' Association were elected: Prof. H. K. Clapp, Geneva, President; Prof. L. M. Beebe, Canandaigua, Vice-president; Principal H. L. Chaplin, Shortsville, Secretary; Commissioner J. H. Stephens, Clifton Springs, Treasurer.

J. H. S.

N. Y.—The October meeting of the Westchester Co. Teachers' Association was held at Sing Sing. Among those in attendance were: School Commissioners Sanford, Stephens, and Sawyer; C. E. Gorton, the newly-elected City Superintendent of Yonkers, and Principals Drummond, Young, Nicholls, Taylor, Sturgis, Sherwood, and Dumond. Judge Horne welcomed the teachers. The question of "Recess, or no Recess," was vigorously opened by Principal Drummond of Port Chester. The cities of Rochester and Albany and the speaker's own town were cited as successful cases of the "No-recess plan." "Primary Botany" and "Spelling" were then well discussed, and in the afternoon Mrs. Baldwin read a valuable paper on "Beginnings in Geography," in which the value of the moulding-board was illustrated. Prof. Smith, of New York City, conducted a practical class of teachers through some of the principles of "Primary Drawing."

NEW YORK.—The last meeting of the Teacher's Association of Kings Co. was held in the school-house at Windsor Terrace, Nov. 10. Mr. Imlay, of East New York, opened the session with an able address on the subject of institute work, in which he advocated dividing the teachers of the County into classes according to the department in which they were engaged, and then adapting the lecture to the class. He also claimed that a portion of each day's session should consist of class-work. Miss Carrie Newcome answered questions proposed at the previous meeting. The SCHOOL JOURNAL was warmly indorsed by the teachers. A lesson in proportion was then given.—A petition was presented requesting Com. Hamilton to so arrange that a portion of each day's work at our next institute be done with a class, and that, if possible, the services of F. W. Parker as a lecturer be secured for said Institute.

MOUNT HERMON.—The schools founded by Mr. Moody already have over $200,000 worth of property, and another building to cost $50,000 will be added soon. One of the trustees says that every boy, of the forty now on the grounds, has an eventful history. One was taken by a philanthropist from a New York elevator, not having any home in the great city; another was a castaway at sea without kindred; three bright little lads were the sons of a Liverpool lawyer, who, with their mother, died suddenly, leaving them penniless; and so on through the list. Back of most of the boys some man stands as a friend and father, paying the tuition, placed nominally at $100 a year. The grand plan is to give the boys a good, practical education, with a sound physical training under the influence of a Christian home. It was intended that the boys should work two hours, study two hours, and play two hours, daily. This is practically carried out, the boys getting a little pocket-money by working overtime. The farm is a large one, and with the addition to be made will cover 500 acres of land.

KANSAS CITY.—The second meeting of the City Teachers' Institute was held at the Central School, Supt. Greenwood presiding. There was an unusally large attendance. After roll-call all teachers whose names begin with letters of the alphabet between A and L, inclusive, gave an educational sentiment from Shakespeare. Many of which were gems of thought, and exhibited the bard of Avon in the light of a brilliant educator. It appeared, from these quotations, that Shakespeare had thought over the entire field, for they ranged from the most modern ideas of education, back to the theories of primeval ages. At the next meeting the remainder of the teachers will try a hand at the same kind of exercise. The teachers of the grades most closely united in grade work will in future meetings spend the hour together, and discuss and practice the work belonging to them in the schools; the teachers of the high school, the principals and teachers of the sixth grade meeting together; the fourth and fifth together also, and so on down. Mr. E. C. White, of the High School, was made president of the meeting of the first division, and chairman of the program committee. The teachers, after organizing for this special work, reconvened in the auditorium, and Rev. C. L. Thompson, D.D., addressed them on "Phases of Culture." The subject of school management was then briefly presented, with remarks explaining how time is lost, how it is saved, how to avoid creating animosities, and on false ideas of honor among pupils. At the next meeting, the teachers will discuss the presentation of that subject of which Charles Francis Adams is the father, the necessity of principals overseeing the pupils on the ground during recess, the duty of the teachers toward their pupils in inculcating lessons of industry, and "How to make the Boys and Girls Better."

FOREIGN.

SAXONY.—The growth of an elementary education among the masses during the last fifteen years is shown in the following statement: In 1868 the proportion of illiterates among recruits was 6.39 to 1,000; in 1873, it 5.72 to the same; in 1877, 3.46; in 1881, 2.45, and in 1882 only .74 to 1,000.

FRANCE.—The French "Farm Schools" date from 1848. The principal object of these schools is to form master workmen in agriculture and horticulture, workmen for special grades of farm labor, overseers for rural employments, and to improve all the human agents of the farm. The apprentices in these schools give their labor for instruction in practical farming. After three years' work, each apprentice deemed worthy receives 300 francs and a ticket of admission to the higher agricultural colleges as they would be called here.)

ENGLAND.—The University of London has taken an important step in resolving to confer a new degree, to be called the "Teachers' Diploma." It is to be under the seal of the University, and signed by the chancellor. No one will be examined, however, who has not already graduated. The examination will test the practical ability as well as the information of the candidates, and will combine a close scrutiny into the knowledge regarding the theory of the art of teaching. These diplomas will be certificates of merit of the highest order.

ENGLAND.—The movement for supplying elementary schools with objects of art inaugurated some months since by Miss Christie, of Kew, has taken definite form. An "Art for Schools Association" has been organized which has already issued a prospectus. From this we learn that Mr. Ruskin has accepted the position of President, while among the Vice-Presidents appear the well-known names of Robert Browning, Matthew Arnold, Stopford Brooke, Sir Frederick Leighton, A. J. Mundella, and Lord Aberdare. It is estimated that $25 will supply a sufficient number of good autotypes for one school, and that $1,000 would set the association firmly on its feet.

AT Beyrout, Syria, there was recently found a bronze statue of a female figure crowned with a crescent. One hand holds an oar inscribed in Phœnician characters "To the Sidonians." The figure is thought to represent the goddess Astarte, of the time of the Selencidæ.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

I am not a teacher, and wrote for the books in the interest of one child, a daughter eight years old, who has never been to school, and since I will have no opportunity to send her, I thought I would like to give her a start in the right direction. The little I have learned of the kindergarten has inspired me to know more of it. My school life was one of labor and confusion. I was never taught to train but one faculty, that of memory; there is no language to express the head and heart aches that resulted to me in my effort to learn mathematics, and when I failed to accomplish anything in that branch I then thought the trouble was for want of capacity on my part, but now I know it was because I was not properly taught. I like the style of your papers. They breathe of a new life. D. M. A.

[A young lady graduated at a celebrated female academy, and was pronounced unable to comprehend figures. "Composition is her forte," said the principal. In the course of time she married, and was obliged to spend the money for a large household. She studied the subject of fractions anew, and said: "It is very easy—why did not my teacher show me in this way?" She had had teaching as well as D. M. A. It is from such that the cry comes for a reform in teaching.

As to what you can do for your daughter, it must be said at the outset that you can do but little because you are not a teacher; you need a teacher. But you can do something. (1) Teach her about *things*; interest her in things, such as paper, wool, cotton, corn, wheat, etc. Let her have the things in her hands. Do not give her lectures, but encourage her to find out. (2) Let her *make* things—this is discussed in kindergarten books. (3) Discuss numbers with her by means of pegs in a board, 10 rows, ten in a row, also with corn, sticks. When she has a correct idea of two things, show her the sign 2, etc. (4) Tell her about people in various parts of the world and let her read about them. (5) Tell her about the seas, the mountains, the rivers, the productions, etc. (6) Tell her about her body and how to keep it in health. (7) Let her learn to write little stories. (8) Let her learn to draw and use water-colors. (9) Let her have a garden and cultivate it herself—also pets. (10) In all your teaching, keep her close to nature. She will go to books when she learns to read, of course; but keep her studying nature and things, keep her making things, using tools, scissors, knives, awls, brushes, pencils, paints, etc. By this means you will have a healthy, growing, happy child. Of course, you will teach her what is right and wrong, and to be obedient, and all that. The space is too limited to say more on so great a subject.—ED.]

(1.) I have been a faithful reader of the INSTITUTE ever since its origin. I commenced reading it at the same time I began my first school. I then received $30 per month. Now I receive $60; there is no question that I owe most of my professional success to the INSTITUTE. This year I changed it for the JOURNAL. There is but one teacher's paper that surpasses the INSTITUTE, and that is the JOURNAL. (2.) On the title page of Appleton's Readers are the words, "Supt. of Schools," following the name of Wm. T. Harris, and the words "Supt. of Public Instruction" following that of Mr. Rickoff. Please explain the difference between these two terms. L. H. M. Ohio.

[(1.) We should take this testimony as to the value of our publications as flattery, if we had not been repeatedly assured of their similar influence by other valued correspondents like "L. H. M." (2.) We think the two expressions are practically identical; "Supt. of Public Instruction" being merely an expression a little more formal than the other.—ED.]

One thing troubles me in reading, spelling, and pronunciation; we have to learn from different authors so many different uses for the diacritical marks over the vowels. All authors agree on the macron for the long sound, and the breve for the short. Why may not the others also agree? Will some one explain? ASKER.

[There *ought to be* uniformiiy in this respect; but the differences are due to the fact that authorities and publishers never agreed on a common plan, and nothing but a representative convention called for this purpose would induce them to agree. Webster's system probably has the widest use of any.—ED.]

For several years I have been a reader of your valu-

able paper, the TEACHER'S INSTITUTE. It has given me encouragement, counsel, and food for meditation. Every teacher should become acquainted with its valuable suggestions and practical ideas of the best educators. As teachers, we need just such a guide as the INSTITUTE, to keep us out of "ruts" and level headed. It will teach us how to make our school-rooms attractive and orderly.

M. F. M.

[Really we cannot refrain from printing a *few* of the good opinions of our friends; if we should give them all, this column of "Letters" would often contain nothing else.—ED.]

1. I will have some pupils (boys) who will want to use tobacco in the school-room; how shall I prevent it? 2. How can I prevent pupils from using profane language in hearing of the younger ones? F. W. ST. JOHN.

[(2.) You will prevent the use of tobacco by vigilant watchfulness. At the same time we must say we have seen teachers chewing it in institutes, and once a conductor of institutes chewed, and spat on the floor. (2.) Watchfulness will prevent profanity, and if you *educate*, you will find a distaste for it growing.—ED.]

[At the Seneca Co., N. Y., Institute, the question was asked: "How many attempts at assassination of Presidents of U. S. were ever made?" E. C. Ward, of Waterloo, says there were four, and recites the circumstances attending the attempted killing of Harrison and Jackson. It is not generally known that the latter attempt was made at the funeral of a Congressman in the House of Representatives.—ED.]

(1) Please send me the address of some firms which deal in paper *measures* and other things illustrative of "Compound Measures," and also of (2) the firm which publishes "papers" for use in reading classes. I think there is such a firm in Chicago, but do not know.

Indiana. T. B. B.

[(1) Who knows? (2) Prof. E. L. Vaille, of Chicago, publishes such slips; we also have a good sale of our TREASURE TROVE, 50 cents a year, for use as supplementary reading.—ED.]

"Talks on Teaching" does not seem to attract the attention of our teachers, but I can not teach without it.

Ohio. S. G.

[We must surmise that either said teachers "know it all," or else that the book has not been *called* to their attention. In the first case the patient is in a bad way and in the other, true teachers, like yourself, have the remedy in your own neigborhoods.—ED.]

In an extensive reading of works on the theory and practice of teaching, I have been benefitted by nothing as I have been by "In the School-Room," by S. S. Hart. It will never be a "hand-book" for infidels, though. It is not a method book but a book on principles.

BETTIE ISBELL.

Our county has never had a Supt. with any *heart* for the work.

[Thus writes an earnest teacher from the State of Iowa. Surely that county cannot be in keeping with the rest of the great State. But whatever the reason for the official supineness, teachers can do much to *put* "heart" into such a man, by earnestness and by association.—ED.]

Do you know of a school where one can learn the higher principles of architecture, so that he could become an accomplished architect? R. H. S.

[Cornell University, Ithaca, N. Y., has such a department; so, we presume, have other institutions in the country; but such courses should be supplemented by study in the office of some practical architect and builder.—ED.]

Would such a short vacation as three weeks be of material benefit to me if spent at Normalville?

Scott Co., Iowa. J. E. A.

[Most assuredly. Any one able to visit there for a much less time would be amply repaid.—ED.]

Can you give me the name of a book on "Out-door games for school-children? L. J. W.

Clayton, N. Y.

[Quien Sabe (who knows?)—ED.]

Will some reader of the INSTITUTE give me the outline of a method, which they deem good, for the combined study of history and geography in district schools?

FILIA.

[An article on the subject appears in this number of the JOURNAL.—ED.]

EDUCATIONAL MISCELLANY.

WHAT DOES IT SIGNIFY?

(From Address by A. W. Norton before Chemung Co. Teachers' Institute, Oct. 17, 1883.)

1. What does objective teaching signify? Some teachers and many persons do not discriminate between objective and oral teaching. To such teachers, imparting knowledge is the end sought. They make no distinction between instructing and training. That exercise is indispensable to strength of body or mind is a trite saying to which they yield ready assent. The truth which the saying should convey is apparently unknown to them. They seem to be unaware that a form of words stored in the mind is one thing, while another and far more profitable thing is the mental strength to use that form. They think it very foolish to waste twenty minutes in having a child tell them that a piece of chalk is white, that it breaks quite easily, that it is light, or that it makes a mark, when they could tell the child all that, and more too, in five minutes. To such it may be said at the outset, that objective teaching is not the teaching of objects; that the knowledge acquired is comparatively valueless, although grasped as it would not and could not be from the simple telling.

2. What does the teaching of arithmetic signify? In the New York State Reformatory, experiments have been in progress for several years testing the effect of educational work upon criminal minds. The experiments have been conducted with great care by experienced teachers. It was discovered that the inmates of the institution were not only very deficient in a knowledge of arithmetic, but also very slow in acquiring such knowledge. The course of instruction as marked out by the educational director, Dr. Ford, served admirably, save in arithmetic. In this branch it was remodelled four times. This peculiarity led to the query: Is the criminal mind devoid of forecast? Is there a radical defect, rendering the criminal incapable of connecting his action and its inevitable consequences? A course in arithmetic is now one of the established agencies for arousing mental growth, and a corresponding modification of character.

3. What does the teaching of language signify? There are five varieties of language work in our schools to be briefly characterized. First, the use of language in school work of all kinds simply to convey thought. Its peculiarity is that the mind is fastened upon the thought, while the words are but secondary. Clear thinking and language are both cultivated when language is kept in the background. The second variety consists of the so-called language lessons, differing from the first in that language is uppermost in the mind of the pupil. A third variety is grammar. It affords unsurpassed opportunities for cultivating the power of analysis and close discrimination. The fourth variety is reading. The fifth division of language work is composition.

4. What does school government signify? We are told that the teacher should rule with a hand as silent, mysterious and certain as the hand of Providence, and in the same breath that the pupils should be responsible for the government of the school. Somebody says that the school is best governed which is least governed. If by that is meant that a spirit of mutual distrust should not exist in a school, all will agree. If the meaning is that license shall take the place of law, then we shall all object. Equally bad for the pupil is a school where the vitality of teacher and taught is exhausted by a continued consciousness of being watched, and the school where anarchy reigns supreme.

GAS-PIPES are now made of hemp paper, and are said to be not only cheaper than iron, but not liable to be broken by settlement, nor when violently shaken or jarred, if buried underground. They are also absolutely tight and smooth, and have great strength, being able, when the sides are scarcely three fifths of an inch thick, of withstanding a pressure of more than fifteen atmospheres. The material, moreover, being a bad conductor of heat, the pipes do not readily freeze.

SUPT. W. L. DICKINSON.

IN MEMORIAM.

At a meeting of the Hoboken Board of Education, held at its rooms on Monday evening, November 12, 1883, the following preamble and resolutions were unanimously adopted:

WHEREAS, in the sad announcement of the death of William L. Dickinson, of Jersey City, a general and deep sorrow is felt in the community where he was so well known, the Board of Education of Hoboken, desirous of bearing its part in paying respect to his memory, submits the following:

Resolved, That in the death of *Wm. L. Dickinson*, late County Superintendent of Hudson County, the cause of *Education* has lost *one* of its *most earnest advocates*, and that while his broad and progressive views in educational matters won for him the respect of advanced minds throughout his own State, as well as abroad, his noble and generous qualities of heart endeared him to all who knew him.

Resolved, That while this Board joins in the general sorrow, it extends its heartfelt sympathy to those who most keenly suffer in this sad bereavement.

Resolved, That these proceedings be entered at large upon the minutes, and published in the New York SCHOOL JOURNAL, also that the Clerk of the Board forward a copy to the family of the deceased.

Signed,

Committee on Resolutions.
S. T. MUNSON,
C. W. BENSON,
J. HARKNESS,
LEWIS R. MCCULLOCH.

A FUNNY EYESIGHT.—Not long ago an Indian chief, who lives on one of the reservations, sent to the government at Washington for a glass eye. The circumstance brings to mind an incident that occurred a few years after the last war in this country. At the battle of Stone River, or Murfreesboro, as some historians name it, Lieutenant Halleck, of the Union Army, had the misfortune to lose one of his eyes. In 1865 he was promoted to be a first lieutenant in the regular army, and was stationed at one of the Indian posts on the Plains. He had a small blue eye of glass, but thinking he could not obtain artificial eyes so far away from the large cities, he bought two other glass eyes for use should his regular false eye be broken. On a certain occasion Lieutenant Halleck was visited by a one eyed Indian warrior, who wished to see "the white man's funny eye." The brave was much pleased with the sight, and after a while he besought the officer to lend him one of the extra bits of glass. "But your sound eye is as black as a coal and as big as a saucer," protested the lieutenant, and "these glass eyes are little and blue." The Indian insisted, however, and at last prevailed on the lieutenant to lend him one of the eyes. The lieutenant says he never saw an indian so delighted. Clad in a long shirt and an old plug hat, the brave walked around the camp as proud as Lucifer. His big black eye and his little blue eye were in amusing contrast. He succeeded in making the other Indians believe that he could see through the blue eye as well as through his natural black one, and no happier warrior than he ever strutted before admiring squaws.—*Selected.*

"THAT class of political teachers who want a paternal government and are clamoring for aid from the General Government for the schools, usually commence and end their pleas with lectures on the abstract value of education. This at once demonstrates the weakness of their position. Who denies the value of education and the necessity in our popular government of a dissemination of intelligence? There is no more difference of opinion on this subject than there would be on the proposition that wholesome food is desirable for all the people. Yet we believe nobody proposes that the Government shall furnish the people with food.—*St. Louis Republican.*

HORSFORD'S ACID PHOSPHATE.

WELL PLEASED.

Dr. C. Roberts, Winchester, Ill., says: "I have used it with entire satisfaction in cases of debility from age or overwork, and in inebriates and dyspeptics, and am well pleased with its effects."

BOOK DEPARTMENT.

NEW BOOKS.

THE ENGLISH GRAMMAR OF WM. COBBETT: Revised and annotated by Alfred Ayres. New York: D. Appleton & Co.

Cobbett's Grammar is not only one of the oldest, but one of the most readable English Grammars ever published. It differs totally from any other with which we are acquainted. It was originally written by Cobbett, a political refugee from England, when living on Long Island in 1818. It is in the form of a series of letters to his son; and gives a systematic outline of the principles of grammar, yet without any of the ordinary empirical methods of mechanical divisions, such as Parts, Sections, Chapters, etc. He is particularly clear and happy in his illustrations, which cover the main ground very thoroughly; and he also embraces, in his letters, many nice points of expression, upon which even scholars of the present time are as wont to stumble as they were in days of yore. He quotes from, and freely criticises, such supposed models of propriety as: Drs. Johnson and Watts, Lords Castlereagh, Wellington, Wellesly, and the Bishop of Winchester. Even the Prince Regent is shown to be as great a murderer of the "King's English" as many a subject more lowly in life. Mr. Ayres also shows a fine critical taste in his preface and annotations; he is the well-known author of the "Orthoepist" and "Verbalist." This work is specially adapted to the improvement of those (and this is the great majority) who never studied or understood the technics of grammar. It can also be usefully employed in the class by any teacher of the newer ways; but it is no book for the routinist, except as a *possible* enlightner. The volume is an 18 mo., and is admirably printed and bound.

"THERE WAS A LITTLE GIRL." By Henry W. Longfellow. Illustrated by Bertha M. Schaeffer. New York: R. Worthington. Price, $1.50.

It may not generally be known that Longfellow ever descended to simple rhymes for the sole benefit of childhood, and especially that he was the author of the nursery jingle about "The little girl who had a little curl right in the middle of her forehead, etc." But these facts are clearly and admirably brought out in the charming juvenile work before us. By the publication of this "story" as a monograph, the great poet will lose none of his appreciation by those of his readers who love at times to dwell in the realm of the children's kingdom—and what readers of poetry do not? The illustrations are in fit keeping with the richness of the author's memory and the elegance of the publisher's work. The artist is a daughter of Prof. Geo. C. Schaeffer, late of Washington, who was alike distinguished in literature, science and art. Great originality is shown in the silhouettes, initials, etc., of her designs, while the drawing and coloring are excellent. The fringed edge of the binding, the heavy paper, and other typographical beauties, make the mechanism of the volume extremely tasteful and unique.

OVER THE WORLD. Henry Howe. Philadelphia Bradley & Co. $3.50 and $4.00.

This volume is made largely of personal experiences of travel and adventure. It covers a wide ground by its 848 pages, telling something worth knowing about every part of the world. In addition to its copious narrative, something is given of the history, biography, natural history, manners and customs of the people, and other matters of lively interest concerning the various countries visited. Some of the descriptions of noted military campaigns and famous battles on land and sea are particularly fine and interesting. There is such a fund of information between the covers of this book, and imparted in so highly entertaining a manner, as will make it deservedly popular as a holiday gift-book.

ROUND ABOUT RIO. Frank D. Y. Carpenter. Chicago: Jansen, McClurg & Co. $2.00

While this books contains very little of dry narration yet the picture of life and scenes in and about the great South American metropolis is a decidedly good one, and in a racy vivacious style makes one acquainted with the social, architectural, and other peculiarities of the great city. The observations and descriptions of the most interesting features of Brazilian flora and fauna are those of the trained naturalist. They are given with an imaginative faculty that avoids wearisome details, selecting only characteristic features. The literary quality of the book especially recommends it.

VAGABONDIA. A novel. Mrs. Frances Hodgson Burnett. Boston: James R. Osgood & Co. $1.50.

This is written with that clear insight, and strong grasp of human motive, which joined to so many other high literary qualities have given the author fame as a novelist. The story is full of human interest, of poverty, of love, jealousy; and the tender heart comedies that are being enacted continually beneath the conventional crust of daily life. There is not that rugged picturesqueness that we find in some other of Mrs. Burnett's novels, but the warmth and purity of sentiment that is characteristic of her work is not lacking here.

AUTOGRAPH-ALBUM SELECTIONS. Edited by A. C. Morrow. New York: N. Tibbals & Sons. $1.00.

Surely, if one had an army of friends each armed with an autograph-album, and all demanding satisfaction in the shape of "an appropriate stanza" he could not be at a loss what to write, if provided with this handy little book. It has selections from the best authors, fitting all times and occasions, beside a sprinkling of what is called album nonsense. It is provided with a convenient index of names, and is neatly and tastefully printed and bound.

FRINGED CARDS.—THE FRINGED GENTIAN: William Cullen Bryant; illustrated by Lambert Hollis. THE COMING OF THE BIRDS: Elaine Goodale; illustrated by Alexander Pope. FLOWERS OF THE SEA. Boston: S. E. Cassino & Co.

These cards constitute appropriate and elegant holiday gifts. They are gotten up in the most elaborate style of the publisher's art: and the familiar verses of the two first-named will be more than welcome in this form and illustrated as they are. The Flowers of the Sea is a unique publication, being a beautiful reproduction by colored plates of some exquisite varieties of marine algoæ to be found on our shores. It is accompanied by verses from several of those poets who have realized the rare loveliness of these ocean flowers. It is a gem of a book.

JINGLES AND JOYS. Mary D. Brine. New York: Cassell & Company. Price, $1.50.

There is a class of very little ones difficult to reach and please; and few, indeed, are the books that these "wee girls and boys" may appropriate to themselves. This is one of them. It is full to overflowing with pretty pictures such as will delight the hearts of the children.

MAGAZINES.

Harper's for December is a Christmas number in something more than name. It takes the place of the special "Harper's Christmas" of last year, and is, indeed, a most bountiful, literary, and artistic feast. Merely to mention the names gathered in this number would suffice to show its quality and abundance. It is an unusual thing to find together Curtis, Whittier, Black, Howells, Reade, Hale and Warner; illustrated by Dielman, Church, Alfred Parsons, Gibson, Beard, Reinhart, Abbey and Boughton. This, to say nothing of the many names only less illustrious, appended to contributions in which the authors are seen at their best. It would seem invidious to mention special features where all are especially excellent, yet we must notice the leading paper by Mr. Curtis as being the first distinctive article, outside of the *Easy Chair*, that he has written for years. It is stated that the illustrations alone of this number have cost over $10,000.

THE *Magazine of Art* for December begins the new volume of that rich and beautiful periodical. Messrs. Cassell & Co., the publishers, have spared no pains to keep it in its leading place among the art publications of the country. The current issue contains a beautiful original etching by R. U. Macbeth, A. R. A., entitled, "Lady Bountiful," beside many other beautiful pictures and designs, with reading matter of high literary value and interest. The prospectus of the new volume gives ample evidence of the liberal purpose of its publishers, which their past efforts assure us will be fully carried out. A feature of especial interest will be an original etching by Mr. Henry Farrar, the well-known etcher, to be given as a supplement to subscribers to the new volume.

THE *Atlantic* for December contains matter of more than ordinary interest. Perhaps the most notable among its varied articles is a paper on "Luther and his Work," by Frederic H. Hedge, an accomplished German scholar, and highly competent to estimate adequately the character and influence of Luther. A biographical sketch of Mary Moody Emerson, by Ralph Waldo Emerson, the continuation of "A Roman Singer," and a paper by Richard Grant White on "Alleged Americanisms" will be read with genuine pleasure. H. H. contributes a readable sketch of a Western Mining District, "O-Be-Joyful Creek and Poverty Gulch," and E. C. Stedman, a poem, "The World Well Lost." The Contributor's Club is as interesting as ever.

THE December *Century*, though not distinctively offered as a Christmas number, is, if possible, just a little better than usual. Among its more interesting papers may be mentioned a beautifully illustrated article by Francis George Heath, "The Fairest County of England," illustrated by Harry Fenn; "Echoes in the City of the Angels," illustrated by Henry Sandam; the opening installment of Robert Grant's "An Average Man;" the continuation of "The Bread Winners," and Cable's "Dr. Sevier," and the conclusion of Henry James' "Impressions of a Cousin." Timely papers also appear on Peter Cooper, and "The Pretenders to the Throne of France."

IN the *North American Review* for December Gardiner G. Hubbard discusses the question of "Government Control of the Telegraph," endeavoring to show the benefits which would be derived from such control; Gail Hamilton reviews the less amiable traits of Thomas Carlyle, in an article entitled, "The Day of Judgment;" Henry George declares the idea of "Over-production" to be preposterous; Dr. W. B. Richardson writes of "The Causes of Felicity," and other questions of general interest are actively discussed.

NOTES.

John Church & Co., of Cincinnati, make a specialty of publishing songs and responsive services for Easter, S. S. Anniversaries, Thanksgiving, Christmas and other festivals. These come out new every year. A specimen of "Christmas Selections" on our table is fresh, and full of songs, etc., appropriate for the joyful day. Their publications are neatly printed, and are cheap.

PROF. HENRY VEGHTE, of Rutger's College, says of TALKS ON TEACHING:

"Such treatises on education as the works of Spencer, Bain, Calderwood and others must ever remain valuable to the scholar, be the doctrines accepted or not. But what is needed by the thousands of public and private school teachers who are occupied with elementary training, is just such a clear, methodical, and suggestive statement of the advance of educational methods as is found here. At the least every teacher of district schools ought to carefully digest and put in practice the methods suggested of teaching Reading, Arithmetic and Grammar.

"It seems strange indeed that the word-method which alone follows the analogy of the child's earlier efforts should not have been generally introduced until the last few years. Teachers must adopt this method, if they wish to economize the time and mental strength of their pupils, and make the learning to read a pleasure rather than an irksome task.

"The attention of primary teachers needs also to be called to Parker's method of teaching arithmetic. It cannot be called new, but it is not generally pursued in country schools. I believe, it is most needed. Its great superiority lies in its power of developing independent processes of reasoning, which the old method of teaching rules and operations in large measure fails to do.

"The suggestions on these subjects, however, are but a few of the many valuable ones to be found in this book. I wish every teacher and parent could be induced to furnish the children with such reading matter as is here noticed and replace the *Fireside Companion* and the *New York Weekly* with literature that cultivates a pure and healthful imagination and creates a thirst for good knowledge. The great merit of the book lies in keeping clearly before the teacher the idea that his duty primarily is not to impart information, but to train the child-mind to acquire information by its own efforts; in estimating the value of the teacher in proportion to the original thought and enthusiam he puts in his work. How different from the type of the traditional pedagogue is the character of the teacher drawn in this book! He comes into the school-room, not as the task master, but the friend and companion of his pupils; not to exact a certain amount of work, but to inspire with a love for work; not to drive, but to lead; not to cloud the children's school days with the gray sky of respect and fear, but warm them with the sunshine of a sympathetic and enthusiastic heart."

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Publisher's Department.

A. S. Barnes & Co., are not content to rest on the reputation they acquired many, many years ago as enterprising publishers and book-sellers. They are constantly adding to their valuable stock, books, fresh and popular in various lines. One of the latest of these additions is "Worman's Natural Language Series." This series comprises text books on French and German already issued, and "The First Spanish Book," in press. The remarkable merit of these books seems to be in the successful adoption of the natural or Pestalozzian system in teaching modern languages. Instead of the old formulæ of grammatical analysis being made the basis of these vital studies, the author skilfully appeals to the eye through pictures, for learning the names of objects. For instance, a youth or an adult, learns German, as he learned English by associating a visible form with the thing perceived and giving it such a name as he was taught. Besides pictures, many other mechanical expedients of type, etc., are resorted to, to bring the central point of each paragraph clearly before the eye. The books have already met with a wonderful and deserved success.

The standard house of D. Appleton & Co., is a veritable caravansary of the book publishing business. Here it seems as if the thoughts of all nations, races, professions and trades find hospitable entertainment at the hands of the proprietors. We find these thoughts comfortably tucked away on miles of shelving and between bindings of the greatest elegance, variety and durability. Here no less than ten different languages meet appreciative hosts, and are by them introduced to an expectant public. Standard and miscellaneous works, school and college text-books, novels and tales, medical and hygienic volumes, scientific, poetical, and law-books, illustrated and art books, religious, and juvenile publications, are all accommodated in regal style. The very imprint of the house on a title page is a guarantee of worth. This firm is not only one of the four leading publishing houses of the United States, but is excelled by none for liberality, enterprise and fair dealing.

The University Publishing Co., at 19 Murray St., N. Y., issue some books that have attained to a national reputation and use. Gildersleeve's Latin books, for instance, are acknowledged by critics to be among the very best; they are compact, clear and admirably adapted to class instruction. Venable's mathematics are also favorites with many teachers for the lucidity of their expositions and the practical character of their examples. While Maury's Geographies and Wall Maps were among the pioneers in making the *physical* features of the globe the true basis for all future political study. The Clarendon pocket dictionary is a small but exceedingly valuable sample of their miscellaneous publications.

The principle of establishing "Book Exchanges" for the buying, sale and exchange of *books*, like the general merchandise exchanges of London, has been utilized by a number of reliable houses. Among these, Van Winkle & Weedon, of 90 Chambers St., stands well. Teachers and others are often entirely ignorant of the advantages they could often gain by patronizing such a house as the above.

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Among our "Reviews" will be found an appreciative notice of one of the choice publications of the musical house of John Church & Co. Read it.

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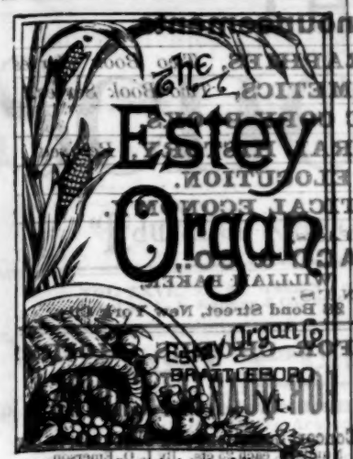

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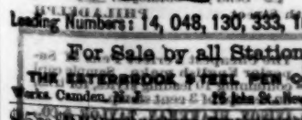

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Nearly cured me;"
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"And I have been so to this day."
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